

## Examining Cross-Cultural Inclusive Practices for Students with Intellectual & Developmental Disabilities (IDD)

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**Abstract :** The world is becoming increasingly more diverse- ethnically, racially, and socially. Additionally, racial/ethnic minority students with intellectual and developmental disabilities (IDD) tend to be disproportionately represented in more restrictive special education classrooms than in general education classrooms. Inclusive practices play a significant role in the lives of individuals with IDD). A student's cultural identity also plays a salient role in teaching, learning, and student outcomes. It is, however, unclear whether and how the cultural identities of students with IDD are reflected in terminology, definitions, and practices related to inclusive education. As a part of a larger scoping review investigating inclusive practices for youth with IDD, this secondary study examines one facet of inclusion: cultural identity. Previous research suggests that students with IDD benefit from interventions based on their cultural background. A review of the limited peer-reviewed and grey literature on this subject revealed that the terminology, definitions, and practices around inclusive education tend to overlook students' cultural identity in the teaching and learning processes for this population. Implications for future research are presented and recommendations for inclusive-based theoretical frameworks and inclusive practices using a cultural identity perspective are discussed.

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